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Qualities and characteristics appropriate for teaching clinical skills

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Qualities and characteristics appropriate for teaching clinical skills

Abstract

Abstract of a poster.

Disciplines

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Qualities and characteristics appropriate for teaching clinical skills (P 127 in programme)

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There are certain people involved in education that stand out prominently to students. Here a factor in the interaction has caused their teaching to be memorable (Barth 2008; Walker 2010). These teachers inspire learning and students may even model themselves on features that rouse them (Donnon, Delver & Beran 2010). They may be remembered for being motivating, enthusiastic, passionate, or even clinically competent (Rich 2009). While there is literature available about qualities and characteristics that students admire in teachers who educate in a classroom, this presentation questions whether there is a difference in the qualities and characteristics that teachers exhibit when teaching clinical skills.

The presentation aims to impart information relating to qualities and characteristics of educators that students state influence their ability to learn clinical skills. This will include information gained from performing a review of the literature regarding the qualities students appreciate in teachers and a personal teacher evaluation while teaching clinical skills to students. Recurring themes will then be identified and compared. The presentation will be of interest to people involved in recruiting and who are interested in excellence in teaching and learning.

References:

- Barth, MM 2008, 'Deciphering student evaluations of teaching: A factor analysis approach', *Journal of Education for Business*, September/October 2008, pp. 40-46.
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- Rich, VJ 2009, 'Clinical instructors' and athletic training students' perceptions of teachable moments in an athletic training clinical education setting', *Journal of Athletic Training*, vol. 44, no. 3, pp. 294-304.
- Walker, RJ 2010, 'Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions', *Educational Horizons*, vol. 87, no. 1, pp. 61-68.